DOCUMENT RESUME

ED 048 229 SP 007 144

TITLE Anglais.
INSTITUTION Ontario Dept. of Education, Toronto.
PUB DATE 70
NOTE 16p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Curriculum Guides, *Elementary School Curriculum, *English (Second Language), *English Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Kindergarten, *Secondary Education

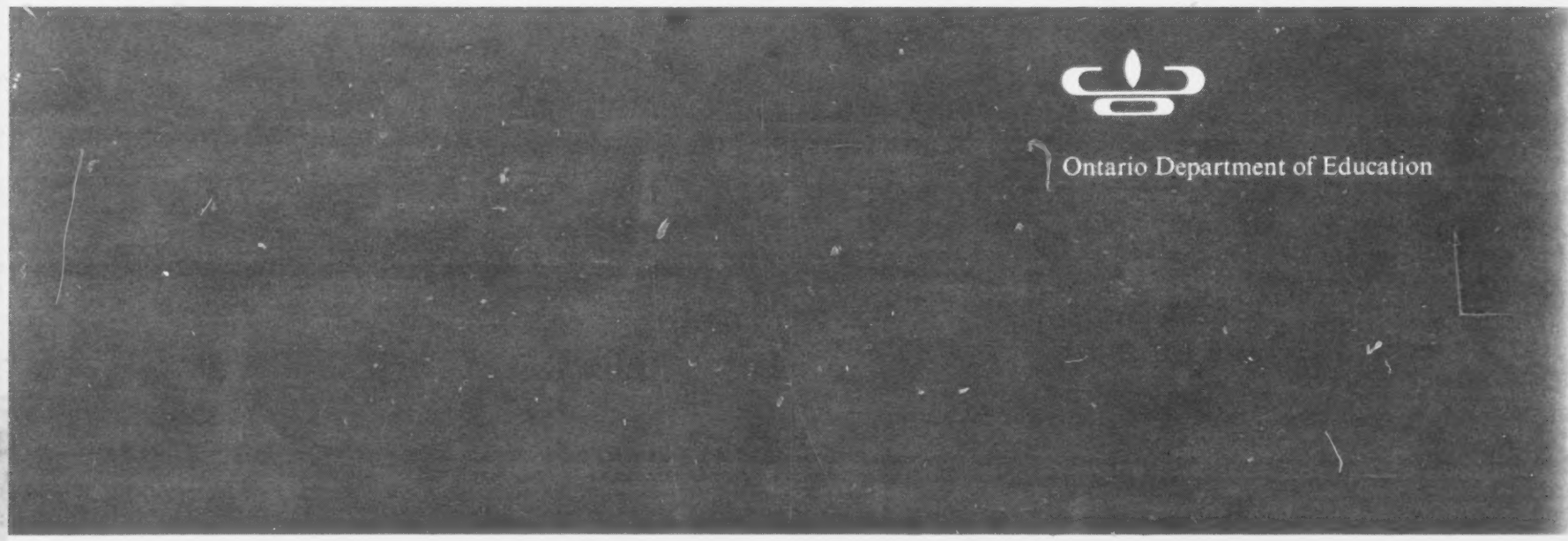
ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: Anglais (teaching English to French-speaking pupils). ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following sections: 1) Foreword and Introduction; 2) The Program, including aims and objectives, developing the program, and areas of emphasis; 3) Teaching the Course, including time allotment, grouping of students, teacher responsibility, and teaching aids; 4) A Model for Developing a Course Unit; 5) Making Use of Television; 6) Films; and 7) Selected Readings. The guide is printed by letterpress and saddle stitched, with a soft cover. OBJECTIVES AND ACTIVITIES: The major objectives are set out in the section on "The Program." Sample activities are given in the model unit. INSTRUCTIONAL MATERIALS: Listings of selected poetry and prose are provided with additional suggestions for excursions, recordings, and films. STUDENT ASSESSMENT: No provision is made. (RT)

ED0 48229

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ANGLAIS



Ontario Department of Education

1970

Primary

Junior

Intermediate

Senior

SP00744
4411005

CONTENTS

Foreword	1
Introduction	1
The Program	2
Teaching the Course	3
A Model for Developing a Course Unit	6
Making Use of Television	10
Films	13
Selected Readings	14

FOREWORD

This publication is a general guide designed to help teachers develop courses for teaching English to French-speaking pupils from kindergarten to the end of the senior division. It offers a flexible plan for such a program and makes suggestions for adaptations, experiments, and pilot projects.

INTRODUCTION

Language learning is a complex endeavour with social and psychological implications that involve the individual beyond mere linguistic accomplishment. The establishment of a program of English for Ontario pupils whose mother tongue is French raises the following considerations:

It would seem reasonable to assume that bilingualism constitutes a necessary achievement for Franco-Ontarian pupils who live in a predominantly English-speaking province.

Any concept of bilingualism should be broad enough to allow for varying degrees of attainment depending upon the many different situations throughout the province. There should be no pretence that, without additional study, the average French-speaking pupil can reach the same level of proficiency in English as an English-speaking pupil in the same period of time.

For the French-speaking student, French will remain his first language and English will be a second language, that is, a language which is not his mother tongue, but one in which he strives to speak and write fluently while continuing to strive for mastery of his native, or first language, so that he may freely use either as circumstances require.

Courses in a program of English as a second language should be designed to meet the needs of French-speaking Ontario students, rather than to provide a watered-down or reduced version of the courses existing for English as a first language. Such courses should be governed by high standards in terms of the purpose for which they are designed.

The program should develop gradually from its initial stage in the program up to the end of the senior division; courses at succeeding stages should assure minimum requirements as well as many opportunities for enrichment activities. Special attention has to be given in transitional years to courses which will enable pupils to move smoothly from one stage of their schooling to another. In determining the needs of pupils at each stage, the results of experimental projects and pilot courses should be taken into account.

The acquisition of a second language and the development of language habits can only be established with suitable attitudes on the part of the pupil, the teacher, the family, and the community. The relationship between the pupil and the teacher is especially important. The teacher's sympathetic understanding, constant encouragement, and continuing inspiration will have an important effect on the pupil's motivation for learning the second language.

THE PROGRAM

Aims and Objectives

This program should help all pupils whose mother tongue is French to:

gain a practical knowledge of English as a second language and to acquire methods of developing and applying it

establish effective communication with English-speaking companions both during school years and after leaving school

prepare for admission to an advanced school or a university where instruction may be in English

participate in the commercial, political, civic, and social affairs of communities that may be predominantly English-speaking

acquire comprehension and appreciation, through literature and language, of the values and cultural characteristics of their English-speaking neighbours although not at the expense of French culture

Establishment of this course should also encourage further development of textbooks, materials, and audio-visual aids which would offer:

models, exercises, and projects in listening, speaking, reading, writing, and language study

related films, recordings, and radio and television programs

songs, stories, poems, plays, novels, and other suitable works of English literature

Developing the Program

The starting point

The stage at which the program might be started would vary according to local conditions. Ideally, it would be started in the early years and would develop progressively. The ability to speak and read fluently in his own tongue could, generally speaking, be considered as an indication of the pupil's readiness to begin learning the second language.

The program

In the process of language learning there are four areas of emphasis in the continuum of development. These focal points are not mutually exclusive; they may overlap. For example, some reading might be introduced in conjunction with listening and speaking, and some discussion of language concepts might be introduced during a period of emphasis on reading for understanding. Grade divisions are irrelevant in establishing areas of emphasis for students and classes. The student's age and his proficiency in both French and English will be the determining factors. Assuming that his ability has been carefully assessed, he should begin a course in English with the particular emphasis suited to his competence. No specification of the time to be spent on each of the aspects listed below can be made. A pupil should progress at his own speed, although not all students will cover all areas of emphasis in the same way or to the same depth. The coverage will vary according to age, abilities, background, local conditions, and educational attainment in the mother tongue.

Areas of Emphasis

Listening—Speaking

Emphasize listening and speaking: listening to a new language, responding in the new language, pattern drills, idiomatic phrases, practical vocabulary building, responding with increasing speed, conversation, improving pronunciation.

Reading for understanding

Continue and develop the first phase and emphasize reading skills: oral reading for pronunciation, for familiarizing students with orthographic patterns, and for increasing vocabulary; silent reading for meaning; poetry for sounds and rhythms; incidental oral spelling; dialogue, group discussion.

Writing as a form of expression

Continue and develop the first two areas of emphasis and add: written spelling, transcription from printed texts, from tapes, from teacher's dictation; retelling stories, first orally, then in simple written form; telling and writing about a simple experience; writing dialogue, writing letters. Oral preparation for writing is important. Simple points in composition and language structure may be introduced, but they ought to be integrated with speaking and writing.

Exploring Language & Literature

Continue and develop the above, and add: reading for comprehension; sentence patterns; writing to reveal comprehension; expository writing; writing reports, minutes, articles for school magazine, newspapers, periodicals; reading for appreciation; responding in writing to what has been read without straining for literary criticism; personal writing.

TEACHING THE COURSE

Courses at all levels should be regarded as a series of activities which will encourage students to use English, to practice it, and to learn about it as a system of language, an instrument of communication, and a revelation of a way of life. The students' own experiences should serve as a basis for expanding into related fields of interest. To be avoided is the traditional division of the teaching of languages into grammar, vocabulary, phonics, reading, spelling, literature, and composition; these should be considered only as different aspects of language to be integrated within a particular situation. Even the more modern approach to the teaching of English through listening, speaking, reading, and writing may not be justified unless it is placed in a context of natural and significant situations.

Such an approach can involve not only English, but other subjects in the curriculum. Students will learn more English if they use it during the study of other subjects. For example, when working on a unit on transportation and travel students discover facts about transportation in the local area, the province and the country, both modern and historical, and then go on to find what has been said about travel in either English or French works of fiction, poetry, biography, and adventure. In this investigation they would need the resources of the library, and the guidance of the teacher and the librarian. In doing such work, pupils learn how to look up references and how to make use of the library generally.

The increased availability of all types of teaching materials, combined with the facilities of modern technology, make language-teaching easier than it used to be. Tape recorders, language laboratories, record players, film projectors, radio and television, newspapers, magazines, wall charts, and pictures can all be employed in situations relevant to the students' interests. This does not preclude the use of materials created by the teacher and the students themselves; using their own handbook may stir the students' interest and be highly valuable in learning.

Plays, narrative and lyric poetry, short stories, and short novels with dialogue and a narrative style offer good language models and stimulate discussion and writing. Songs, games, choral speech and reading, dramatization, debates, and panel discussions provide variety in the remedial work, repetition, and drills which are so necessary in language learning. Motivation for mastering such specific skills as discriminating among sounds, work recognition, syllabification, intonation, and speech patterns, and the use of idiomatic expressions can be achieved by creating real situations in which such skills are required; this method achieves more than formal drill in these activities. If grammar is presented functionally, there will be less danger of its being taught as an end in itself, and it will, in consequence, have an active connection with what the student says and writes. In brief, the teaching process should involve the pupils to the point where they realize that learning a language is a lively and stimulating experience.

Time Allotment

The time allotment for the study of English should be flexible enough to meet the different conditions in each area and the different individual requirements of each pupil. Much of the needed adjustment will probably come as a result of trials in particular situations. As mentioned before, it may also be possible to teach other subjects in English for an amount of time varying with local conditions.

Grouping of Students

Pupils should be grouped as much as possible on the basis of competence in English rather than on a grade or other system. Such grouping not only helps the teacher to know the needs of the students and plan a program accordingly, but also allows for remedial work, individual attention, and individual progress. Consideration must be given to what a pupil knows in his own language; how well he speaks it, reads it, and writes it. Pupils should be tested to determine levels of proficiency in English and the results of such testing, along with the teacher's personal evaluation, should be determining factors in placing a pupil in his ability group.

Teacher Responsibility

A teacher of English for French-speaking pupils should create an atmosphere that will stimulate his students to appreciate English culture and to communicate with English-speaking people. Students would, it is hoped, find the study of English so vital as to affect personal attitudes and behaviour necessary for effective participation in society.

The success of the program depends on the teachers. The individual teacher should use the methods of presentation that he finds best. These may often develop spontaneously, but adequate special training will help and teachers should take advantage of whatever courses may be offered.

Teaching Aids

The blackboard

The blackboard should be used as a visual instrument to illustrate examples either before or during the lesson. It should be a constant partner of both teacher and pupils for everyday instruction because it lends itself to a highly personal approach to teaching and offers flexibility and immediacy for individual needs.

Bulletin boards, charts, pictures

These are visual teaching aids which can be used effectively to keep language patterns and difficult words before students for a long period of time.

The language laboratory and the tape recorder

The development of electronic aids such as language laboratories has coincided with the emergence of the audio-lingual methods; they have made the listening-speaking approach practicable by relieving the teacher of repetitious drill. It is important that laboratory work should be considered as a supplement to direct communication rather than as a substitute.

The tape-recorder can be used effectively for practising, on a "listen-repeat" basis, many of the basic language laboratory exercises in the classroom. It can also help the individual student develop linguistic habits by recording his speech and letting him judge it for himself.

Radio, television, and film

A student of a second language should be encouraged to listen to radio programs in the second language. This can improve his listening ability and give him a chance to hear a variety of voices.

A good television program may serve as an audio-visual aid. The student can hear the language and see the implications of the language illustrated on the screen.

Slide or filmstrip projectors are in great demand today in teaching English as a second language. In addition, a well-chosen sound film helps the student to hear the language in context and to become more familiar with its cultural aspects.

Pattern drills and memorized dialogues

These two techniques are suitable for making second-language responses automatic. Both provide direct practice in structures, mechanical associations, and expressions regularly used in everyday speech. Carefully conducted, they enable the student to know almost immediately whether his response is appropriate, thus giving him the opportunity to rectify it, either orally or mentally, before it becomes established as his habitual response. Composed in the language of real-life, with expressions and structures repeated in a variety of contexts, these techniques provide a valuable exercise in the active use of the language for communication.

A MODEL FOR DEVELOPING A COURSE UNIT

An outline of materials, projects, and activities to encourage the use of spoken and written English in familiar situations

Basis:

An obvious and familiar theme to which all activities relate.

Reading selections:

Mainly Canadian, and not necessarily related to any one grade level, age, or degree of fluency.

Intention:

To illustrate the thematic unit of work; to suggest the combination in any work unit of listening, speaking, and writing in proportion to skills and interests; to encourage the use of graphic expression by the students as a means of encouraging oral expression; to suggest as varied a range of listening, speaking, reading, and writing experience as resources and imagination will allow.

Basic equipment:

The works from which selections are taken and as much supplementary reading as possible; tape recorder; overhead projector; slide projector; radio, newspapers and magazines; materials for cutting, pasting, painting.

WINTER

WEATHER | SPORTS | HOME SOCIAL LIFE

CONVERSATION
Both Informal and Patterned

READING TO ENCOURAGE CONVERSING
Newspapers, Magazines, Catalogues

- Weather maps, forecasts, human interest stories, and pictures related to weather
- Sports accounts, personalities, equipment
- Advertisements, accounts of social events and entertainments

PROJECTS TO ENCOURAGE SPEAKING AND LISTENING

- Taped weather reports; weather analysis at blackboard or overhead; taped interviews (real or simulated) with municipal officials on winter problems
- Taped sportscasts; real or simulated interviews with sports personalities; oral instruction on aspects of sports: "The wrist-shot vs. the slap-shot"
- Oral description of costumes designed for winter; oral accounts of winter social events, church activities; taped interviews

WRITING

PRODUCTION OF "STORY BOARDS" (TO ACCOMPANY SHORT TALKS)	LETTER WRITING (LETTERS TO BE WRITTEN, READ ALOUD, DISCUSSED)	COPY-WRITING FOR ADVERTISING, (TO BE WRITTEN, READ ALOUD, DISCUSSED)	SHORT EXPOSITIONS, (TO BE WRITTEN, READ ALOUD, DISCUSSED)
	To a friend living in a country such as Australia; to a hockey coach, suggesting ways of improving a team's performance; to a clothing manufacturer, suggesting ways of making clothing more suitable for winter	Copy for newspaper advertisements of skis, skimobiles, winter carnivals; adaptation of newspaper copy to radio and tv, with possible use of dialogue for radio and "stage" direction for tv. (Production of tv visuals and "ad" layouts might appeal to some students.)	Safe winter driving; what to do when stuck; good ski manners; winter car-care; treating frost-bite; winter management of school lockers

Literature

To be read aloud and listened to in order to encourage expression of opinions

Poetry

Bridges, Robert. "London [illegible]". *Poems to Remember*. Toronto, J. M. Dent & Sons (Canada) Ltd., 1951

Campbell, W. W. "How One Winter Came in the Lake Region". *A Book of Canadian Poems*. Toronto, McClelland & Stewart, Ltd., 1965

Dickinson, Emily. "The Snow". *Poems to Remember*. Toronto, J. M. Dent & Sons (Canada) Ltd., 1951

Frost, Robert. "A Patch of Old Snow". *Reflections on a Gift of Watermelon Pickle*. Toronto, W. J. Gage Ltd., 1966

Lampman, Archibald. "In November". *An Anthology of Verse*. Toronto, Oxford University Press, 1964

Lampman, Archibald. "Snow". *Penguin Book of Canadian Verse*. Toronto, Longmans Canada Ltd., 1965

Roberts, C. G. D. "The Skater". *Lyric and Longer Poems, II*. Toronto, Macmillan Co. of Canada Ltd., 1961

Scott, D. C. "On the Way to the Mission". *Lyric and Longer Poems, II*. Toronto, Macmillan Co. of Canada Ltd., 1961

Scott, F. G. "The Snowstorm". *Penguin Book of Canadian Verse*. Toronto, Longmans Canada Ltd., 1965

Souster, Raymond. "The Six-Quart Basket". *Poetry of Midcentury*. Toronto McClelland & Stewart, Ltd., 1964

Stevenson, R. L. "Christmas at Sea". *Invitation to Poetry*. Toronto, Macmillan Co. of Canada, Ltd., 1956

Wordsworth, W. "Skating". *Lyric and Longer Poems, II*. Toronto, Macmillan Co. of Canada Ltd., 1961

Prose: Selected passages

Berton, Pierre. "The Terrible Chilkoot Pass". *The Golden Trail*. Toronto, Macmillan Co. of Canada Ltd., 1954

Boyle, Harry. "The Chilling Time". *Homebrew and Patches*. Toronto, Clarke Irwin & Co. Ltd., 1963

Connor, Ralph. "The Ride for Life". *The Man from Glengarry*. Toronto, McClelland & Stewart Ltd., 1960

Costain, Thomas. *The White and the Gold*. Toronto, Doubleday Canada Ltd., 1954
Cartier's men face their first Canadian winter.

Grenfell, Sir W. "Adrift on a pan of ice". *Story of a Labrador Doctor*. London, Hodder, 1925

Hémon, Louis. *Maria Chapdelaine*. Toronto, Macmillan Co. of Canada Ltd., 1965
The great storm prevents Maria from attending midnight mass.

Jameson, Anna Brownell. *Winter Studies and Summer Rambles in Canada*. Toronto, McClelland & Stewart Ltd.
By sleigh from Toronto to Niagara, January, 1836

Lawrence, Margaret. *The Stone Angel*. Toronto, McClelland & Stewart Ltd., 1964
The gray stallion is lost in forty-below weather.

London, Jack. "Love of Life". "To Build a Fire". *Best Short Stories*. Toronto, Doubleday Canada Ltd., 1953
The power of the cold vs. the power of the human spirit.

MacLennan, Hugh. *Two Solitudes*. Toronto, Macmillan Co. of Canada Ltd., 1956
The author describes the frozen Quebec countryside.

Mitchell, W. O. *Who Has Seen the Wind?* Toronto, Macmillan Co. of Canada Ltd., 1960
Life of a small prairie town in all seasons.

Mowat, Farley. "Winter Strikes". *Lost in the Barrens*. Boston, Atlantic Monthly Press, 1956

O'Hara, Mary. "Carey lost in the storm". *Green Grass of Wyoming*. Toronto, J. B. Lippincott Co., 1946

Sullivan, Alan. "The Essence of a Man". *Literature and Life*. Toronto, W. J. Gage Ltd., 1960

Traill, Catherine Parr. "Winter in Canada, 1833: the mercury was down to twenty-five degrees in the house". *The Backwoods of Canada*. Toronto, McClelland & Stewart Ltd., 1966

Short excursions in relation to the topic unit

(students acting as tour guides)

To another class
To another school
To a local business or industry
To a nearby farm
To a construction site
To a museum, art gallery, local historical site
To a movie or play
To an English-language church service
To a radio or tv studio
To a newspaper office and plant

Speaking in relation to topic unit

By turns in assembly
By turns on the public address system
By turns to other classes
In interviews with principal or guidance officer
On intercom
Introducing classmates or visitors
Thanking classmates or visitors
Proposing toast: to bride, to bridesmaids, to parents, to school
Responding to toast
Using telephone: to order, to request, to inform

Some options

Looking at and discussing winter as depicted in Canadian landscape painting

Material is available from the National Gallery on the works of: Kreighoff, Morrice, Gagnon, Pilot, Jackson, Harris, De Tonnancour, Lemieux.
Use of slides, prints, movies, filmstrips

Singing ballads and lyrics of winter

Traditional songs ("Jingle Bells", "Deck the Halls")
Popular songs ("Silver Bells", "White Christmas", "Let it Snow")

Listening to recordings of "winter" readings

(by teacher on tape, or on disc recordings by professionals; or on tape by students)

A Child's Christmas in Wales. Dylan Thomas
"Christmas at Dingley Dell"—(*Pickwick Papers*, Charles Dickens)
"The Second Shepherd's Play" (Wakefield)
from "Gloria in Excelsis", lines 638-754
Reminiscences of senior citizens, O.P.P. or R.C.M.P. officers, clergy, trappers, bush workers, highway crews, doctors, nurses, foresters, Indian elders, bush pilots, Northern Affairs Department officials: "I remember one winter when . . ."
The Gospels

Films
"Snow"
"The Joy of Winter"
"The Rink"
(all available from the National Film Board)

Listening and making notes on talks in class
(by fellow students, by teacher or principal, by any of those mentioned above)

Composing
A carol
A haiku or waka
A rhyming couplet
A ballad stanza or stanzas
A short lyric

Especially for younger pupils
Teachers are referred to the sample outline on Hallowe'en, pages 26-29, in the Ontario Department of Education publication, *Kindergarten*. This excellent project could be adapted to other holidays or festive occasions as well. The central principle is learning language through experience.

MAKING USE OF TELEVISION

Current television programs and news stories are ideally suited to encourage listening, speaking, and writing in English. Here are examples of the use of such materials.

A television "special"

Such programs as *The Strange Case of Dr. Jekyll and Mr. Hyde* by R. L. Stevenson, are publicized well in advance of presentation. Television, radio, newspapers, and magazines are used to promote them. Longer notice is given in the *CBC Times*. Pictures often accompany promotional stories in week-end supplements to daily papers. The producers of tv specials do so thorough a job of selling their products that students are conditioned to receive them and, very likely, any consequent classroom activity. A teacher might have taken advantage of the tv production of R. L. Stevenson's classic science-fiction story by:

Providing materials to maintain interest in advance

Clippings of stories and photographs from newspapers and magazines; still shots of other productions

Posters made in co-operation with the art department or by interested students in the English class (for the example mentioned, posters illustrating the conflict between "the law of [Dr. Jekyll's] members" and "the law of his mind", and a full-size cut-out with Jekyll on one side and Hyde on the other)

Pictures, biography, and bibliography of the author posted on bulletin boards

Copies of the text in the library and classroom

A summary of the book, read by the teacher, or duplicated and distributed with a list of characters and a prominent reference to broadcast time (the teacher may wish to duplicate only part of the summary, leaving the outcome to be discovered during the tv broadcast)

Preparing for the broadcast

Posting, reading, discussing, and distributing the materials mentioned above

Reading by the teacher and/or the students of an important scene or episode

Discussion about the plot, situation, significance of the names of the main characters. (In the example mentioned, research would lead to discussion of the habits of the jackal and to learning or recollection of the mythological Hydra.)

Assignment for viewing: to select the best scene; to compare scenes read in class and their tv version; to consider the effect of the close-up, the rapid scene shift; to discuss make-up and costumes

Following up the broadcast

Discussions

Reference to other books and plays on the same theme

Further readings by teacher and/or students to assist recollection, comparison, opinion

A dramatized scene with dialogue written and directed by students

A short review of the tv program

An interview with Mr Utterson or Mr Poole (played by students), written and recorded for a class broadcast

"Before and after" pictures of Dr Jekyll drawn in class

Research project on the methods and materials of make-up artists

Some suggestions

Where a unit of work depends on the students' viewing a program outside school hours, part of the preparation might be the notification of parents by form letter. This is especially important if the program is later than bed-time. A family that received such a letter might view the program together and share reactions.

In order to take full advantage of such programs as the example mentioned, the teacher's own plans must be flexible.

Useful summaries of works of literature are available in such books as *The Reader's Encyclopedia* (Crowell) and *Masterpieces of World Literature in Digest Form* (Harper).

The English department can make effective use of materials usually associated with other departments: paints, brushes, felt pens, paper and cardboard, carpenter's tools, tinsnips, and so on. Any inclination to produce simple props, posters, and drawings should be encouraged.

A News Story

Such stories as that of a heart transplant are of so wide and lasting interest that they can scarcely be ignored in the classroom. Here are some suggestions:

Speaking

A class conversation about the event: the where, when, what, who, with reference to map, newspaper photo, diagram, newscast. Key words placed on the board or overhead projector will encourage specific discussion and serve to explain their metaphorical or technical nature: transplant, blood bank, donor, recipient, incision.

Listening

The teacher and/or students could read parts of the news stories from newspapers or news magazines, the class could listen to newscasts, some students could report orally. All such activities can lead to more research projects and oral reports with both speakers and readers prepared to answer questions. In the case of heart transplants, the school nurse, a member of the physical education staff, even a local physician could provide information and encourage speaking by answering questions.

Reading and Writing

Newspaper accounts duplicated and distributed for reading can be the basis for short-answer statements, multiple-choice questions, true-false questions. Such accounts can also lead to précis-writing. Depending on the capabilities of the individual student, this is an opportunity to consider the moral and ethical aspects of the practice of medicine. The form of a news story can be studied, discussed, and imitated.

Notes

To be able at any time to exploit the news to aid the listening, speaking, reading, and writing of his students, the teacher should have at his immediate disposal a radio and tape recorder as well as current newspapers and magazines.

Such points of grammar and patterns of speech which are basic to the activities referred to could be the basis for short pattern drills at the beginning of each class. A transplant story, for example, would serve to drill tense and voice: He was revived by artificial respiration. / The decision to prepare for the transplant was made early in the morning. / Dr Barnard made the incision. / Dr Barnard was cheered by a crowd of spectators outside the hospital. / Finding a donor had been difficult. / The patient has regained consciousness. / Such transplants presented no biological problem. / Dr Barnard is first and foremost a scientist. / Such sentences are suitable for substitution and repetition.

FILMS

In the acquisition and use of language, the environment must be flexible enough to respond to the child. Open-ended films can add much to this responsive environment and a child with even a very limited vocabulary can respond to the film in his own way with HIS own English. The following titles are suggested as springboards for themes, dramatic situations, oral interaction, and for opportunities to reinforce the children's use of English.

BBC, 135 Maitland Street, Toronto
Creative Drama

B.P. Canada, 1245 Sherbrooke St. W., Montreal 25
Trinidad and Tobago

Educational Film Distributors Ltd., 191 Eglinton Avenue East, Toronto
Cows
Pigs

International Tele-Film Enterprises, 120 Wellington St. W., Toronto
The Crane's Magic Gift
Elephants
Twelve Dancing Princesses, Pr. & J.

Marlin Motion Pictures Ltd., 102 Lakeshore Road East, Port Credit
Curl Up Small
Emperor's Oblong Pancake
Eyes Are For Seeing
Five Flowers of Yet Sing Low
Hailstones & Halibut Bones, Part I
Hailstones & Halibut Bones, Part II
Orpheus and Eurydice
Shape and Color Game
Someday
What Hands Can Do

McGraw-Hill Co. of Canada Ltd., 330 Progress Ave., Agincourt
Two Men in a Wardrobe

National Film Board of Canada, 1 Lombard St. E., Toronto
Corral
The Red Kite
Sky

Protestant Council of Churches, 475 Riverside Drive, New York 10027, N.Y.
The Parable

Visual Education Centre, 95 Berkeley Street, Toronto
Deer and the Forest: Story Without Words

Most of these films can be approached at any level and previewing them will allow the teacher to decide whether each will be an appropriate learning experience for the class.

SELECTED READINGS

Billows, F. L. *The Techniques of Language Teaching*. London, Longmans, Green, 1961. xi, 259 pp.
This book has imaginative yet practical advice primarily, but not exclusively, for teachers of younger children. It includes chapters on situational language-teaching, unsupervised work and group work, visual aids and the teaching of composition, prose literature and poetry. Language-learning is viewed as part of a pattern of self-expression and of social and educational development. Examples are drawn mostly from the teaching of English as a second language.

Brooks, Nelson. *Language and Language Learning: Theory and Practice*. New York and Burlingame, Harcourt, Brace and World, 2nd edn. 1964. xiv, 300 pp. bibliog. First pubd. 1960.
This comprehensive treatment of foreign language teaching is based on older as well as newer principles; it pays full attention to underlying theory but provides many examples of practical classroom situations. It would be valuable to the experienced as well as the inexperienced teacher.

Lado, Robert. *Language Teaching: A Scientific Approach*. New York and London, McGraw-Hill, 1964. xv, 239 pp. diagrs. biblio.
A concise and comprehensive introduction to the theory and practice of language teaching. This book gives full consideration to developments in psychology, linguistics, and technological aids. Examples chosen from English, French, Spanish, and German illustrate the procedures recommended. It contains much practical advice to the classroom teacher on the conduct of lessons and the preparation of teaching material, and includes sections on language testing, the language laboratory, visual aids, and programmed learning.

Mackey, William Francis. *Language Teaching Analysis*. London, Longmans, Green, 1965. xi, 554 pp. diagrs. biblio.
This book is a comprehensive and detailed analysis of the problems and factors involved in second-language learning, with numerous examples from English and other European languages. Part I, language, deals with language theories and descriptions, language differences and language-learning; Part 2, method, outlines different methods and discusses selection, graduation, and presentation; Part 3, teaching, covers lesson analysis in terms of language, plan and techniques, with chapters on automated language teaching and on testing. It includes appendices on language drills and games and an extensive classified bibliography including periodical references.

Allen, Harold B.ed. *Teaching English as a Second Language: A Book of Readings*. New York, McGraw-Hill, 1965. xi, 406 pp.
This volume consists of reprints of fifty articles by British and American authors, many well-known, written mainly since 1950. There are sections on: theories and approaches; teaching speech, structures, vocabulary, usage and composition, reading and literature; methods and techniques; audio-visual aids; testing.